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ABSTRACT

This report, the last in a series of four, describes part of a national study commissioned by the Corporation for Public Broadcasting to investigate audience awareness of public television, level of viewing, and reaction to programming and on-air fund raising. Discussion centers on the methodological procedures used in collecting and evaluating data for this study and includes commentary on sample design, rate of response, interview procedures, and variability of results. An appendix contains a copy of the questionnaire used in the study. (KS)

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PUBLIC TELEVISION SURVEY

FEBRUARY 1976

REPORT 1: AWARENESS AND VIEWING

REPORT 2: ON-AIR FUND-RAISING

REPORT 3: PROGRAMMING

REPORT 4: METHODOLOGY

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FOREWORD

During February 1976, a national survey was conducted to investigate public television awareness and viewing, and reactions to on-air fund-raising and programming. A description of the conduct of that survey and an analysis of the results have been organized into four reports, each concentrating on one aspect of the study, as follows:

1. Awareness and Viewing
2. On-air Fund-Raising
3. Programming
4. Methodology

All four reports are available from the Corporation for Public Broadcasting, which commissioned the study. The survey was performed by Statistical Research, Inc. of Westfield, New Jersey.

Because the investigation is based on a survey among a sample of persons, rather than among all persons, the data are subject to sampling errors. Moreover, survey results are obtained through particular procedures which are subject to non-sampling errors that may be associated with the type of sample selected, the use of telephone households, the fact that not all designated sample members cooperated, the questions that were asked, and so forth. Therefore, in interpreting these data, the user should give full consideration to the methods used to compile them. Each of the first three reports listed above contains a brief methodological appendix. The reader is also encouraged to review the more comprehensive report devoted to methodology.

PUBLIC TELEVISION SURVEY

REPORT 4 - METHODOLOGY

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PUBLIC TELEVISION SURVEY
FEBRUARY 1976
REPORT 4 - METHODOLOGY

INTRODUCTION

This report is one of four describing a nationwide study of public television awareness and viewing, and reactions to on-air fund appeals and programming.

The study was to investigate:

- the level of awareness of public television among the adult population of the United States as of early 1976;
- the level of viewing of public television;
- reactions to on-air fund-raising by public television stations;
- reactions to current programming on television in general and public television specifically;
- perception of gaps in programming that people want to have filled;
- demographics of subsegments of the population identified in terms of their degree of involvement with public television.

Not all of these purposes were assigned equal priority: prime emphasis was on awareness, viewing, and fund-raising rather than on programming. It was intended that the study provide benchmark data against which to track trends in PTV awareness and viewing, and in reactions to on-air pledge campaigns, over time. For that reason, the survey was conducted in February, prior to Festival '76, to obtain a reading independent of the special effects of the major promotional effort of the public television year.

This fourth report contains a detailed description of procedures followed in conduct of the study, in order that results reported in the three preceding volumes may be interpreted in proper context. A copy of the questionnaire is included as Appendix A.

METHODOLOGY

Sample Design

The findings of this study of public television awareness, fund-raising, and programming apply to adults, 18 years of age or older, residing in telephone and television households in the continental United States.

Independent research conducted by Statistical Research, Inc. in other contexts has demonstrated the importance of telephone households not listed in current telephone directories.* Therefore, since such households are not available from a telephone list sample, the sample used for this study was a replicated random sample of telephone numbers based on random-digit dialing (RDD). The generation of a random-digit dial sample may be summarized briefly as follows.

Virtually all telephone numbers in the United States can be identified by a ten-place number or combination of letters and numbers, i.e., a three-digit area code, a three-digit central office code, and four-digit suffix number. The sample for this study was drawn from a frame of 1000 central offices dispersed throughout the country. For each central office included in the sample, random four-digit numbers between 0001 and 9999, inclusive, were produced to yield the required ten-place telephone numbers. The procedure thereby included both listed and unlisted numbers.

In order to maximize the yield of households per dialing attempt, the sample employed was a "restricted," rather than "pure," random-digit dial sample. "Restriction" of the sample involves the elimination of numbers in nonworking banks. A telephone bank is a set of 1000 numbers represented by the first digit of the four-digit suffix number. Suffix numbers in those banks which were determined to be nonworking banks, business-only banks, or centrex banks were deleted from the sample. The determination of these nonworking banks was made by contacting telephone business offices, and by consulting telephone directories and company records. The remaining random telephone numbers constituted the predesignated sample.

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*For additional information, see G. J. Glasser and G. D. Metzger, "Random-Digit Dialing as a Method of Telephone Sampling," Journal of Marketing Research, February 1972, pp. 59-64, and G. J. Glasser and G. D. Metzger, "National Estimates of Nonlisted Telephone Households and Their Characteristics," Journal of Marketing Research, August 1975, pp. 359-361.

Rate of Response

At least three attempts were made, in varied time periods, to reach each telephone number in the predesignated sample. Table 1 summarizes the residential status of the random-digit dial sample.

Table 1

Status of Predesignated Sample of Random-Digit Dial Numbers in Working Banks

	Number	Percent
Nonworking	1409	42.0
Nonhousehold	311	9.3
Household residence	1630	48.7
Total sample	3350	100.0

Where a household was contacted, at least four attempts were made to interview the person who was randomly selected from among all adults living in the household. Additional efforts were made by specially trained personnel to convert initial refusals into interviews.

Table 2 summarizes the final disposition of the sample.

Table 2

Rate of Response

	Number	Percent
Interview	1083	66.5
Refusal	370	22.7
Screenout - No TV	56	3.4
Noncontact	121	7.4
Total household base	1630	100.0

The response rate within households was 70 percent, and cooperation was achieved among 75 percent of persons contacted.

Typically, in national studies relating to television viewing, SRI achieves a higher rate of cooperation among contacts. However, the relatively high refusal rate in this study was anticipated both a priori and as a result of the pilot study which preceded the full-scale effort. The reasons are basically two-fold: (1) length of the interview, and (2) posing of questions on awareness and definition of PTV, as well as reactions to on-air appeals, to people who are unaware of public television and its fund-raising efforts.

A deliberate risk was taken that the refusal rate would be high due to embarassment at one's ignorance or irritation with questions on matters of no personal interest. This decision stemmed from the goals of the study, namely, to measure the level of PTV awareness among the entire adult population and to determine reactions to the concept of on-air fund-raising among all persons, even those who have never been exposed to it.

Interview Procedures

Interviewing was conducted from the Westfield, New Jersey, and Crystal Lake, Illinois, offices of Statistical Research, Inc. by highly trained and closely supervised interviewers. Each interviewer received tutored instruction, extensive practice and drill, and the experience of several practice interviews.

Special training techniques included monitoring of calls,* followed immediately by supervisory critique, discussions about the intent of various questions, and comparison of interviewer and supervisor recording of answers.

Throughout the survey period, interviews were monitored by supervisory personnel. Comments and suggestions about interviewer performance, both positive and negative, were often offered at the completion of the interview. Adherence to the script and maintenance of an unbiased, friendly, but formal manner were stressed to the interviewers.

Interviewing was conducted during February 1976, prior to the start of Festival '76.

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*Calls were monitored via special equipment. The monitoring is not discernible to the calling or called parties. This device is used solely for training and supervisory purposes.

Variability of Results

All survey results are subject to variations or uncertainties. These are a function, first, of the fact that a particular sample was selected.

Second, they also depend on the methods and procedures adopted for that survey, and how well those methods and procedures were carried out.

It is important for a user of survey results to consider the variations or uncertainties to which those findings are subject, and what implications these have for his use of the data. The margin of uncertainty, or margin of error, surrounding survey data may be thought of as composed of two parts: sampling errors and nonsampling errors.

Sampling Errors. Sampling error is the difference between the survey result obtained with the sample actually used, and the result that would be obtained by an attempted complete survey of the population conducted in the same manner and with the same care.

When a survey is based on a probability sample, the risks or probabilities of sampling error of various sizes can be calculated in terms of standard errors. Properly interpreted with the aid of the theory of probability, a standard error enables one to assess the risks of sampling errors of various magnitudes. For example, the risk is only about 5 percent that an estimate is in error, in either direction, by more than an amount equal to two standard errors.

A standard error does not reflect the extent to which a survey result is subject to nonsampling errors. Hence, it does not indicate, in itself, the accuracy or the usefulness of survey results.

Sampling error may be estimated in this survey by measuring the standard error of the percentage responding in a specific manner to each question. Table 3 provides standard errors that apply to proportions of people who responded in a particular manner to questions in this study, given the sample base. So, for example, 37 percent of people report having watched a public television program last week. Locating a sample size of 1050 across the top of Table 3 and a proportion of 35 percent down the side, one notes that the standard error is 1. Therefore, the probability is 95 percent that 35 to 39 percent (37 percent + 2 standard errors, or 37+2) of all adults residing in households in the United States containing both a telephone and a television set would report having viewed PTV last week, were they all asked in precisely the same manner as was the sample.

The standard error of a percentage is identical to the standard error of 100 minus that percentage; e.g., the standard error of

TABLE 3

TABLE OF STANDARD ERRORS OF A PROPORTION FOR VARYING SAMPLE SIZES

PROPORTION	SAMPLE SIZE														
	50	100	150	200	250	300	350	400	450	500	550	600	650	700	750
5/95	3	2	2	2	1	1	1	1	1	1	1	1	1	1	1
10/90	4	3	2	2	2	2	2	2	1	1	1	1	1	1	1
15/85	5	4	3	3	2	2	2	2	2	2	2	1	1	1	1
20/80	6	4	3	3	3	2	2	2	2	2	2	2	2	2	1
25/75	6	4	4	3	3	3	2	2	2	2	2	2	2	2	2
30/70	6	5	4	3	3	3	2	2	2	2	2	2	2	2	2
35/65	7	5	4	3	3	3	3	2	2	2	2	2	2	2	2
40/60	7	5	4	3	3	3	3	2	2	2	2	2	2	2	2
45/55	7	5	4	4	3	3	3	2	2	2	2	2	2	2	2
50	7	5	4	4	3	3	3	3	2	2	2	2	2	2	2

TABLE 3
(CONTINUED)

TABLE OF STANDARD ERRORS OF A PROPORTION FOR VARYING SAMPLE SIZES

PROPORTION	SAMPLE SIZE														
	800	850	900	950	1000	1050	1100	1150	1200	1250	1300	1350	1400	1450	1500
5/95	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10/90	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
15/85	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
20/80	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
25/75	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1
30/70	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1
35/65	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1
40/60	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1
45/55	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1
50	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1

25 percent of a given sample size equals the standard error of 75 percent for that same sample size.

Nonsampling Errors. The standard error is an indicator only of sampling error and does not reflect the degree to which a survey estimate is subject to other variations. These other variations, or sampling errors, can be estimated only through methodological research studies, or on the basis of judgment.

Several possible sources of nonsampling error in estimates reported in this study must be considered by a user. These include the following important, but rather common, matters:

(1) The exclusion of nontelephone households from the frame of the study, and hence their exclusion from the study.

This exclusion is of significance only to the extent that (a) such households exist and (b) they differ from those covered by the study, with respect to characteristics of interest in the study.

Differences may also occur between listed and nonlisted telephone households. This does not present a problem in this study because of the inclusion of both listed and unlisted telephone households in the random-digit dial sample.

(2) Failure to achieve complete cooperation among all predesignated sample members.

Nonresponse is of significance only to the extent that respondents differ from nonrespondents with respect to the issues of concern in this study. An unusual degree of effort has been expended to avoid a bias of nonresponse by attempts to reach predesignated households and respondents.

(3) Possible response errors on the part of sample members.

Respondents in all surveys may be subject to failures of recall. They also differ in level of articulateness and in the extent to which they may be influenced by a desire to protect their own self-image or to please the interviewer.

In a study of public television, there is an additional source of possible response error in that a prestige factor may be present which causes a respondent to be reluctant to admit nonviewing. The structuring of a question sequence from ever viewing to typical week viewing to past week viewing is designed to deflate the overstatement of viewing which may occur; once a person has said that he views ever, and views in a typical week, it may be "safe" to admit nonviewing last week. (This issue is discussed at more length in Report 1 of this series, in an appendix on definitions of awareness and viewing.)

(4) Variation in results attributable to different interviewers. Reduction of these errors was the purpose of intensive interviewer training, supervision, and monitoring.

(5) Coding, editing, and processing errors. Strict controls have been employed to minimize their occurrence. Coding was checked and keypunching verified. In addition, an extensive series of feasibility, completeness, and consistency checks was applied by computer.

APPENDIX A

COPY OF QUESTIONNAIRE

#9632: PUBLIC TELEVISION AWARENESS STUDY: JANUARY-FEBRUARY 1976

POSTED INTRODUCTION

I. GOOD EVENING (MORNING/AFTERNOON). THIS IS MRS. ANN CARTER. I'M CALLING YOU LONG DISTANCE IN CONNECTION WITH A SPECIAL STUDY ON TELEVISION VIEWING. BUT FIRST LET ME VERIFY, IS THIS AREA CODE ____ AND THE NUMBER ___ _____ IN *STATE*?

YES - *ASK Q.II* NO - *VERIFY NUMBER REACHED, TERMINATE, CIRCLE "WN" AS RESULT AND REDIAL CORRECT NUMBER.*

II. THANK YOU. CAN YOU TELL ME PLEASE HOW MANY TELEVISION SETS YOU HAVE IN YOUR HOME?

ONE OR MORE - *CONTINUE WITH Q.III.* NONE - *TERMINATE AND RECORD RESULT AS "SOTV"*

III. NOW, I NEED TO SELECT ONE PERSON IN YOUR HOME TO INTERVIEW ABOUT HIS OR HER TELEVISION VIEWING. IN ORDER TO SELECT THIS PERSON I FIRST NEED TO KNOW HOW MANY PERSONS 18 YEARS OF AGE OR OVER ARE CURRENTLY LIVING IN YOUR HOME?....DOES THAT INCLUDE YOURSELF? *CIRCLE NUMBER ON CRR CARD, IN SECTION BELOW ATTEMPT #6 LINE.*

IV. COULD YOU TELL ME HOW MANY OF THESE ARE MALES? *RECORD M's ON CRR CARD, BELOW ATTEMPT #6. IF MALE CARD, CIRCLE NUMBER IN RESPONDENT SELECTOR SECTION TO CORRESPOND WITH NUMBER OF MALES.*

V. THEN THERE IS (ARE) ____ FEMALE(S) AGE 18 OR OVER? *RECORD F's ON CRR CARD, BELOW ATTEMPT #6. IF FEMALE CARD, CIRCLE NUMBER IN RESPONDENT SELECTOR SECTION TO CORRESPOND WITH NUMBER OF FEMALES.*

CHECK RANDOM NUMBER ABOVE CIRCLED NUMBER IN RESPONDENT SELECTOR SECTION TO DETERMINE PERSON TO BE INTERVIEWED.

VI. THANK YOU VERY MUCH. THE PERSON I NEED TO INTERVIEW IS _____. *IF PERSON ON TELEPHONE, GO TO Q.1 ON QUESTIONNAIRE. OTHERWISE CONTINUE WITH....*IS HE (SHE) AVAILABLE NOW THAT I MIGHT SPEAK WITH HIM (HER).

YES - *REINTRODUCE PURPOSE OF CALL AND GO TO Q.1 ON QUESTIONNAIRE.*
NO - *ARRANGE CALLBACK VIA Q.VIA.*

VIA. Female: WHAT WOULD BE A CONVENIENT TIME IN THE MORNING OR AFTERNOON THAT I MIGHT CALL BACK TO SPEAK WITH HER? FOR WHOM SHOULD I ASK? *If female unavailable during day, state:* WE WILL TRY TO REACH HER SOME EVENING. *Record "Evening" in callback section.*

Male: WHAT WOULD BE A CONVENIENT TIME THAT I MIGHT CALL TO COMPLETE THE INTERVIEW WITH HIM? FOR WHOM SHOULD I ASK?

Record N.Y. time, day, date and name on CRR card.

CALLBACK

VII. GOOD EVENING (MORNING/AFTERNOON). THIS IS MRS. ANN CARTER. MAY I SPEAK WITH MR./MISS/MRS. _____, PLEASE? THANK YOU.

IF RESPONDENT COMES TO PHONE, CONTINUE WITH Q.VIII.
IF RESPONDENT IS NOT AVAILABLE, ASK Q.VIA.

VIII. MR./MISS/MRS. _____, I'M CALLING YOU LONG DISTANCE IN CONNECTION WITH A SPECIAL STUDY ON TELEVISION VIEWING.

PROJECT #9632: PUBLIC TELEVISION AWARENESS STUDY: FEBRUARY 1976

SERIAL #	ATT'S	INT #	NO. IN HH	PTV: VHF....1 UHF....2 None...3
_ _ _ _ _	_	_ _ _	_	

1. FIRST COULD YOU TELL ME, PLEASE, WHAT CHANNELS YOU CAN RECEIVE ON YOUR TELEVISION SET? *PROBE UNTIL "NO OTHERS." IF NONE ABOVE CH. 13 ASK:* AND WHAT ABOUT THE CHANNELS BETWEEN 14 AND 83, -- THE UHF CHANNELS -- WHICH, IF ANY, OF THESE CHANNELS CAN YOU RECEIVE?

TAKE NOTE OF ANY PTV CHANNELS APPEARING ON CRR CARD.

	Y....1 N....2

2. IS THERE A PUBLIC TELEVISION OR EDUCATIONAL TELEVISION STATION IN YOUR AREA?

YES ☐	Y....1
NO....☐	N....2
DK....☐	DK....9

2A. WHAT CHANNEL IS THAT?

DON'T KNOW.....☐
ONLY CH'S NOT ON CARD..☐
1+ CHANNELS ON CARD....☐ *ASK Q2C*

RECORD ALL CHANNELS MENTIONED BELOW

2B. ACCORDING TO OUR INFORMATION, THE PUBLIC TELEVISION STATION(S) IN YOUR AREA IS(ARE) CHANNEL(S)___. HAVE YOU EVER HEARD OF CHANNEL(S)____?

YES.....☐ *ASK 3C*

NO/DK.....☐ *SKIP TO Q7**

**Except if 1 or 2 channels in 2A not listed on CRR card.--See posted script*

Q2A CHANNELS UNAIDED		Q2B CHANNELS AIDED	Q2C CHANNELS RECEIVED YES NO DK	Q2D RECEPTION QUALITY EX GOOD FAIR POOR DK
_ _	_____	_ _	1 2 9	1 2 3 4 9
_ _	_____	_ _	1 2 9	1 2 3 4 9
_ _	_____	_ _	1 2 9	1 2 3 4 9
_ _	_____	_ _	1 2 9	1 2 3 4 9
_ _	_____	_ _	1 2 9	1 2 3 4 9
_ _	_____	_ _	1 2 9	1 2 3 4 9
		**DO NOT USE LINE IF CH # APPEARS IN Q2A*	*IF NONE RECEIVED, SKIP TO Q7*	Q2E CBS 1 2 3 4 9
YES...1 PART..2 NO....3	MUST BE YES ON 2B	YES....1 NO.....2 NO PTV.3 UNCER..4	1 2 9	1 2 3 4 9 CBS 1 2 3 4 9

REPEAT Q2C FOR APPROPRIATE CHANNELS IN 2A/2B; IF MENTIONED IN Q1 USE BRACKETED PORTION FOR Q2C.

2C. CAN YOU RECEIVE (YOU SAID YOU RECEIVED) CHANNEL ____ ON YOUR TELEVISION SET?

REPEAT Q2D FOR ALL CHANNELS RECEIVED.

2D. WOULD YOU CONSIDER YOUR RECEPTION ON CHANNEL ____ EXCELLENT, GOOD, FAIR, OR POOR?

2E. WHAT ABOUT YOUR CBS CHANNEL - WOULD YOU CONSIDER YOUR RECEPTION ON CBS EXCELLENT, GOOD, FAIR, OR POOR?

3. HAVE YOU EVER WATCHED ANY PROGRAMS ON CHANNEL ____, THE PUBLIC TELEVISION STATION?

YES...1 *ASK 3A* NO...2 DK...3 } *ASK 3A, 3B IF NECESSARY, THEN SKIP TO Q.7*

3A. HOW MUCH DOES THE QUALITY OF YOUR RECEPTION OF CHANNEL ____ AFFECT THE AMOUNT OF YOUR VIEWING OF THE CHANNEL -- WOULD YOU SAY IT AFFECTS IT

A GREAT DEAL.....1 } *ASK Q.3B*
SOMEWHAT.....2 }
OR NOT AT ALL.....3 } *SKIP TO Q.4*
DK.....9 }

3B. IN WHAT WAY DOES IT AFFECT THE AMOUNT OF YOUR VIEWING?

_____ —
_____ —

4. THINKING ABOUT A TYPICAL SEVEN DAY WEEK, INCLUDING SATURDAY AND SUNDAY, ABOUT HOW MUCH TIME DO YOU SPEND WATCHING PUBLIC TELEVISION...WOULD YOU SAY THAT IN A TYPICAL WEEK YOU....*(BRACKETED PORTION)*

5. THINKING ABOUT LAST WEEK, INCLUDING SATURDAY AND SUNDAY, ABOUT HOW MUCH TIME DID YOU SPEND WATCHING PUBLIC TELEVISION, WOULD YOU SAY THAT YOU....

	Q4	Q5	
(DON'T) DIDN'T WATCH AT ALL	1	1	*SKIP TO Q7*
YOU (WATCH)ED LESS THAN AN HOUR (PER WEEK)	2	2	*ASK Q6*
ABOUT AN HOUR (PER WEEK)	3	3	
2 OR 3 HOURS (PER WEEK)	4	4	
OR MORE THAN 3 HOURS (PER WEEK)	5	5	
DON'T KNOW	6	6	

6. CAN YOU TELL ME PLEASE, WHAT PROGRAMS YOU WATCHED ON PUBLIC TELEVISION LAST WEEK? ... WHAT OTHER PUBLIC TELEVISION PROGRAMS DID YOU WATCH LAST WEEK?...WHAT OTHERS? *PROBE UNTIL "NO OTHERS"*

		PTV PROG. YES 1 NO 2

7. ARE THERE ANY CHILDREN UNDER 12 YEARS OF AGE LIVING IN YOUR HOME?

YES...1 *ASK Q8* NO...2 DK...3 } *SKIP TO Q10*

8. DO THEY (DOES HE/SHE) EVER WATCH PROGRAMS ON CHANNEL ____?

YES...1 *ASK Q9* NO.....2 CANNOT REC.3 DK.....9 } *SKIP TO Q10*

9. WHAT PROGRAMS DO THEY (DOES HE/SHE) WATCH ON CHANNEL___?...WHAT OTHERS? *PROBE UNTIL "NO OTHERS."*

			PTV YES 1 NO 2

10. NOW I'M GOING TO ASK YOU A FEW QUESTIONS ABOUT PUBLIC TELEVISION IN GENERAL. THERE ARE NO RIGHT OR WRONG ANSWERS; WE ARE JUST INTERESTED IN WHAT YOU CAN THINK OF...

NOW, WHAT DO THE WORDS "PUBLIC TELEVISION" OR "EDUCATIONAL TELEVISION" MEAN TO YOU?...*PAUSE; unless volunteered also ask:* HOW DOES PUBLIC TELEVISION DIFFER FROM COMMERCIAL TELEVISION?

_____ — —
_____ — —
_____ — —

SPEC..1 POSS..2 UNAWARE...3

11. IF WE THINK OF PUBLIC TELEVISION AS CHANNEL__ (A CHANNEL) WHERE THERE ARE NO COMMERCIALS, WHAT IS YOUR IMPRESSION AS TO WHERE PUBLIC TELEVISION OBTAINS ITS FUNDS FOR OPERATION?...*PROBE:* WHERE ELSE DO YOU THINK PUBLIC TELEVISION OBTAINS ITS FUNDS FOR OPERATION?

_____ — —
_____ — —

12. PUBLIC TELEVISION STATIONS (LIKE CHANNEL__) SOMETIMES MAKE APPEALS ON THE AIR FOR FINANCIAL SUPPORT FROM THEIR VIEWERS. HAVE YOU EVER SEEN OR HEARD, ON TV, AN APPEAL FOR FUNDS TO SUPPORT THE PUBLIC TELEVISION STATION?

YES...1
NO....2
DK....9

13. HOW DO YOU FEEL ABOUT A PUBLIC TELEVISION STATION APPEALING, ON THE AIR, FOR FUNDS FOR ITS SUPPORT?..*PROBE:* HOW ELSE DO YOU FEEL ABOUT ON-THE-AIR APPEALS? _____

_____

_____

14. I AM GOING TO READ YOU A SERIES OF STATEMENTS WHICH PEOPLE HAVE USED TO DESCRIBE PUBLIC TELEVISION FUND-RAISING APPEALS. PLEASE TELL ME WHETHER YOU STRONGLY AGREE, AGREE SOMEWHAT, OR DO NOT AGREE AT ALL WITH EACH STATEMENT. *READ LIST, STARTING AT RED "X."*

RED "X"	*STATEMENT*	*STR'LY AGREE*	*AGREE SOMEWHAT*	*NOT AGREE AT ALL*	*DK*
__	A. I WISH THEY DIDN'T HAVE TO HAVE APPEALS ON TV FOR SUPPORT OF PUBLIC TELEVISION, BUT I TOLERATE THEM	1	2	3	9
__	B. REQUESTS FOR MONEY ON TV ARE IMPORTANT IF PUBLIC TELEVISION IS TO SURVIVE	1	2	3	9
__	C. CAMPAIGNS ON TV TO RAISE FUNDS FOR PUBLIC TELEVISION ARE ENJOYABLE	1	2	3	9
__	D. IF PUBLIC TELEVISION IS HAVING TROUBLE SUPPORTING ITSELF, IT CAN'T BE VERY GOOD	1	2	3	9
__	E. APPEALS FOR MONEY MAKE PEOPLE UNCOMFORTABLE BECAUSE THEY DON'T FEEL IN A POSITION TO MAKE CONTRIBUTIONS TO PUBLIC TELEVISION	1	2	3	9
__	F. I SOMETIMES AVOID WATCHING PUBLIC TELEVISION BECAUSE I DON'T WANT TO BE ASKED FOR MONEY	1	2	3	9
__	G. PUBLIC TELEVISION SHOULD BE SUPPORTED TOTALLY BY THE GOVERNMENT AND SHOULD NOT REQUIRE DONATIONS	1	2	3	9

15. NOW THAT YOU HAVE GIVEN YOUR REACTION TO SOME STATEMENTS ABOUT FUND-RAISING, IS THERE ANYTHING YOU WOULD LIKE TO ADD ABOUT HOW YOU PERSONALLY FEEL ABOUT RAISING FUNDS FOR PUBLIC TELEVISION ON TV? *If appropriate, probe:* HOW ELSE DO YOU FEEL ABOUT RAISING FUNDS FOR PUBLIC TELEVISION ON TV?

_____

_____

_____

16. CONSIDERING, ON ONE HAND, THE PURPOSE OF TELEVISED APPEALS FOR FUNDS TO SUPPORT PUBLIC TV AND, ON THE OTHER HAND, PEOPLE'S OBJECTIONS TO THEM, DO YOU AGREE OR DISAGREE THAT THESE APPEALS ARE A FAIR PRICE TO PAY FOR THE PROGRAMMING ON PUBLIC TELEVISION?

AGREE.....1
DISAGREE...2
DK.....9

17. NOW, THINKING OF ALL THE TV CHANNELS YOU WATCH, HOW SATISFIED ARE YOU WITH WHAT IS AVAILABLE TO WATCH ON TELEVISION THESE DAYS -- WOULD YOU SAY YOU ARE:

VERY SATISFIED.....1
SOMEWHAT SATISFIED OR 2
NOT SATISFIED AT ALL 3
DK.....9

18. COULD YOU TELL ME WHY YOU FEEL THAT WAY?..*PROBE:* WHAT OTHER REASONS DO YOU HAVE FOR FEELING THIS WAY?

_____

_____

_____

19. NOW THINKING AGAIN OF PUBLIC TELEVISION, HOW SATISFIED ARE YOU WITH WHAT IS AVAILABLE TO WATCH ON PUBLIC TELEVISION THESE DAYS--WOULD YOU SAY YOU ARE:

VERY SATISFIED.....1
SOMEWHAT SATISFIED OR..2
NOT SATISFIED AT ALL...3
DK.....9

ASK Q 19A

19A COULD YOU TELL ME WHY YOU FEEL THAT WAY?..*PROBE*..WHAT OTHER REASONS DO YOU HAVE FOR FEELING THIS WAY?

_____

_____

_____

__ __
__ __
__ __
__ __

20. THERE ARE MANY DIFFERENT KINDS OF PROGRAMS AVAILABLE ON PUBLIC TELEVISION. SOME PEOPLE THINK THERE IS TOO MUCH OR TOO LITTLE OF CERTAIN KINDS OF PROGRAMS. WOULD YOU TELL ME, PLEASE, FOR EACH KIND, WHETHER YOU THINK PUBLIC TV HAS TOO MUCH PROGRAMMING OF THAT KIND, TOO LITTLE, OR JUST ABOUT ENOUGH. *READ LIST STARTING AT RED X.*

RED "X"	PROGRAM TYPE	TOO MUCH	TOO LITTLE	JUST ABOUT ENOUGH	DON'T KNOW
__	1. DRAMATIC PLAYS	1	2	3	9
__	2. SPORTS	1	2	3	9
__	3. NATIONAL & WORLD NEWS	1	2	3	9
__	4. LOCAL NEWS	1	2	3	9
__	5. DISCUSSION PROGRAMS ABOUT NEWS AND EVENTS	1	2	3	9
__	6. CHILDREN'S PROGRAMS	1	2	3	9
__	7. DOCUMENTARIES	1	2	3	9
__	8. CLASSICAL MUSIC AND OPERA	1	2	3	9
__	9. VARIETY SHOWS	1	2	3	9
__	10. SITUATION COMEDIES	1	2	3	9
__	11. CONTEMPORARY MUSIC	1	2	3	9
__	12. MOVIES	1	2	3	9
__	13. NATURE AND SCIENCE SHOWS	1	2	3	9
__	14. PROGRAMS OF SPECIAL INTEREST TO MINORITY GROUPS	1	2	3	9
__	15. PROGRAMS THAT GIVE ADVICE AND INFORMATION	1	2	3	9

21. IF YOU HAD YOUR CHOICE, WHAT KINDS OF PROGRAMS WOULD YOU LIKE TO SEE MORE OF ON PUBLIC TELEVISION?

_____

_____

_____

_____

__ __
__ __
__ __
__ __
__ __

22. DO YOU KNOW IF THERE IS A NONCOMMERCIAL PUBLIC RADIO STATION IN YOUR AREA?

YES...1 -- *ASK Q.23*
NO....2 -- *SKIP TO Q.25*
DK....9 -- *SKIP TO Q.25*

23. DO YOU HAPPEN TO KNOW THE CALL LETTERS OR DIAL POSITION OF THAT STATION?

YES...1 _____ *(call letters or dial position)*

ASK, IF NECESSARY: WHAT ARE THEY?

NO....2
DK....9

24. DO YOU EVER LISTEN TO THE PUBLIC RADIO STATION?

YES.....1
NO.....2
DK.....9

25. (IS YOUR TELEVISION SET) (ARE ANY OF YOUR TELEVISION SETS) CONNECTED TO A CABLE TELEVISION SET?

YES.....1
NO..... 2
DK.....9

A. THANK YOU. I HAVE ONLY A FEW REMAINING QUESTIONS WHICH ARE STRICTLY FOR PURPOSES OF CLASSIFICATION...HOW MANY PERSONS, INCLUDING CHILDREN AND ROOMERS, ARE CURRENTLY LIVING IN YOUR HOME...DOES THAT INCLUDE YOURSELF?

1 2 3 4 5 6+ DK....9

B. WHAT WAS THE LAST GRADE YOU ATTENDED IN SCHOOL?

Grade sch....1 College grad.....5
1-3 yrs. HS..2 Coll. post grad..6
H.S. grad....3 Oth_____.7
Some coll....4 DK/NA.....9

C. AND YOUR AGE IS? *If necessary, read age categories.*

18-21...1 30-44...3 60+.....5
22-29...2 45-59...4 DK/NA....9

D. WHAT IS YOUR OCCUPATION -- THE NATURE OF YOUR WORK?

E. IN WHAT INDUSTRY DO YOU WORK?

F. ARE YOU THE CHIEF WAGE EARNER IN YOUR HOUSEHOLD?

YES...( ) *(Skip to J)* NO...( ) *(Ask G)* DK...( ) *(Skip to J)*

G. WHAT IS YOUR RELATIONSHIP TO THE CHIEF WAGE EARNER?

H. WHAT IS THE OCCUPATION OF THE CHIEF WAGE EARNER?

I. IN WHAT INDUSTRY DOES HE/SHE WORK?

J. HOW MANY CARS, IF ANY, ARE THERE IN YOUR HOUSEHOLD?

0.....1.....2.....3+.....DK/NA...9

K. DO YOU OWN OR RENT YOUR HOME?

Own....1 Rent....2 DK/NA....9

L. IS YOUR TELEPHONE NUMBER LISTED IN THE CURRENT TELEPHONE DIRECTORY?

Yes....1 - *ASK N* No....( ) - *ASK M*
DK/NA..9 - *ASK N*

M. IS THAT BECAUSE YOU HAVE RECENTLY MOVED OR DO YOU HAVE AN UNLISTED NUMBER?

Moved.....2
Unlisted....3

N. WOULD YOU DESCRIBE YOUR RACIAL OR ETHNIC BACKGROUND AS:

WHITE...1 SPANISH...3 Oth_____5
BLACK...2 ORIENTAL..4 DK/NA.....9

O. HAVE YOU EVER MADE A DONATION TO PUBLIC TELEVISION, EITHER IN RESPONSE TO A TELEVISED APPEAL, MAIL, OR SOME OTHER KIND OF APPEAL?

Yes....1 No....2 DK/NA....9

P. WOULD YOU ESTIMATE THE TOTAL INCOME OF ALL PERSONS IN YOUR HOME TO BE:

Under $5,000.....1 $15,000-$19,900...4
$5,000-$9,900....2 $20,000 or over...5
$10,000-$14,900..3 DK/NA.....9

Q. SEX OF RESPONDENT

Male.....1 Female.....2

THANK YOU. YOUR COOPERATION HAS BEEN VERY HELPFUL.